
Learn and Serve Indiana 2009-2010 Mini-Grant Application

Contact Information:

Project Title: **Gosport History Mystery** Grade Level & Subject Area: 3rd, Language Arts/Social Studies

Number of Participants: Students 26 Teachers 2 (and 1 teacher's aid) Community Partners 2

Coordinating Teacher(s): Gina Boyd

School: Gosport Elementary School

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Participated in Workshop Facilitated by Learn and Serve Indiana Staff: Yes ☒ No ☐

Project Description:

Provide a brief overview of the proposed project and its goals and objectives. Discuss how *Reflection, Youth Voice, Diversity, Meaningful Service, Partnerships* will be reflected in this project. Include plans for *Progress Monitoring*.

Goal: The third graders at Gosport Elementary School will create a Walking Tour brochure that describes the historical significance of 16 buildings and sites in and around Gosport, Indiana. The tour will focus on homes, hotels, business and the railroad. The staffs of GES and the museum hope students will develop an appreciation for and connection to their community and be motivated to take care of it and honor it.

Objective: The third graders at Gosport Elementary School will discover the historical significance of places in and around Gosport by researching the history of the sites with the help of the staff at the 10 O'clock Line Treaty Museum located in downtown Gosport. The students will use their research and writing skills to complete the project.

Overview: The third grade class at Gosport Elementary School will create a book featuring historical sites in Gosport Indiana. To kick off the History Mystery project, students will take a walking tour of Gosport using a map created by Diane Monroe of the 10 O'clock Line Treaty Museum in Gosport. The map will highlight 16 "mystery" sites. At each site the students will take photos and write descriptions that they will later use in descriptive paragraphs. Students in class with special needs will use digital recorders to record their thoughts and transcribe them back at school.

A few weeks later, the students will visit the museum and research the 16 sites discovering the history of each site and taking notes. In the classroom, students will write their descriptive paragraphs and paragraphs about the history of each site. A graphic designer who is a staff member at the museum, will compile the student photos and paragraphs into a Historical Walking Tour book that will be printed by the Gosport Express News and distributed to local businesses and be available to the public through the museum. The students will host a publishing party in the classroom when the book has been printed. Each student will receive a copy of the book. Everyone involved will be invited.

Meaningful Service: This project fulfills meaningful service in two ways. The project is a special request of the museum staff. They specifically asked to work our students this year to create this book. It also

fulfills a need for a walking tour brochure for visitors to our town during the annual Lazy Days event held each August.

Partnership: This project idea is a collaboration between Gosport Elementary and the 10 O'clock Line Treaty Museum. The Museum staff has chosen 16 historical sites to feature in the book and collected research materials for the students to use. A local printing company, Gosport Express, will print the books for the project. The museum staff has a goal to reach out to local students and help them see the value of the community we share. Since the projects fits third grade standards so beautifully, our partnership was a perfect match.

Youth Voice: After the first walking tour, each student will choose which historical site he/she wants to do detailed research on and write about. They will make decisions about how to describe each site and what to include in the historical descriptions.

Diversity: The students will work in teams of 2-3 to conduct research about each historical site and write about them. Our classroom is an inclusion classroom with several students who have special needs. Students of all levels and abilities will work collaboratively with teacher guidance building relationships and sense of diversity. The students will also be build relationships with the multi-generational museum staff.

Progress Monitoring: The service learning survey will be conducted with the students before and after the project takes place. During each phase of the project, the teacher will review how thing are going with the students and museum staff to determine if any adjustments need to be made.

Reflection: At the end of each phase of the project, the students will write reflection paragraphs answering the following questions: Has your thoughts or feelings about our community changed in any way? What is one thing you will always remember about this experience?

Duration and Intensity:

List a timeline of activities for the proposed project, noting major milestones throughout.

Mid-October: Walking tour following the map designed by the Gosport Museum staff.

End of October: Museum visit to research the history of each site. Reflection activities will take place.

November: Paragraphs will be drafted, revised, edited. Reflection activities will take place.

January: Books will be designed by the 10 O'clock Line Treaty Museum staff and printed by the Gosport Express News. Final reflections.

April: The books will become a permanent part of the museum's collection when it opens for the season.

August: The books will be distributed during Gosport's Annual Lazy Days celebration.

Service Activities:

Check the national service category(s) addressed by the proposed project.

X Community & Economic
Development

Human Needs

Public Safety

X Youth Development

X Education

Disaster Recovery/Relief

Independent Living

Environmental

Health/Nutrition

Link to Curriculum:

List the academic standards addressed by the proposed project and align them with the proposed classroom and service activities

Example:

IN Academic Standards	Classroom Activities	Service Activities
Social Studies- 5.2.10 Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government and the public agenda, including voting & participation in the election process	Students research the voting process in IN- find out why many citizens do not vote-will invite public officials to class. After research & hearing from public officials students will brainstorm obstacles to voting and ways to motivate people to vote.	Students will compile Voting in Indiana brochure to be distributed in the community (explaining voting process & where to vote)

IN Academic Standards	Classroom Activities	Service Activities
Social Studies 3.1.2 Explain why and how the local community was established and identify its founders and early settlers.	Researching historical sites in Gosport and finding out when and why it was established and who built it.	Students will create a book (in book form) to guide visitors on a walking tour of historical places in Gosport. The book will become a permanent part of the 10 O'clock Line Treaty Museum collection.
Social Studies 3.1.8 Write and illustrate descriptions of local communities and regions in Indiana past and present.	The students paragraphs will include a description of the building and/or historical site.	
English/Language Arts 3.4.3 and 3.4.6 Create single paragraphs with topic sentences and simple supporting facts and details. Review, evaluate, and revise writing for meaning and clarity	Students will revise and edit their paragraphs using the ISTEP+ writing applications and language conventions rubric.	

English/Language Arts 3.4.5 Use a computer to draft, revise, and publish writing.	Students will revise, and edit paragraphs that describe the design of the buildings and the historical significance of each site using a computer.	
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Proposed Mini-Grant Budget:

Under each line item, list proposed purchases and respective cost. List the total for each line item under 'Amount Requested.'

Line Item	Description	Amount Requested
Materials & Supplies (Min. 60% of total budget)	Printer Ink for students to receive a printed copy of their paragraphs and pictures (\$70) Batteries for digital recorders (\$30) Clipboards for walking tour writing and research at museum (\$10) Paper and writing supplies (\$20) Flash Drive to submit files to graphic designer (\$20) Book Printing Fees for 300 copies (\$180) Class set of Little House in the Big Woods for student background knowledge about early Midwest communities (\$130)	\$ 460
Travel	N/A	\$
Professional Development	N/A	\$
Recognition/Demonstration (Max. 10% of total budget)	Walking Tour Book Publishing Celebration Food	\$40
Total Proposed Budget		\$ 500

Additional Information:

Please list any pertinent information here that would benefit SLAB members & the LSI Team when reviewing the proposal.

Thank you for opportunity to fund this project. The museum staff and I spend several hours over the summer developing the project with three goals in mind: meet a need of museum, address Indiana standards for third grade, and help the kids feel impassioned and motivated about serving their community. I think the project meets those goals with satisfaction.